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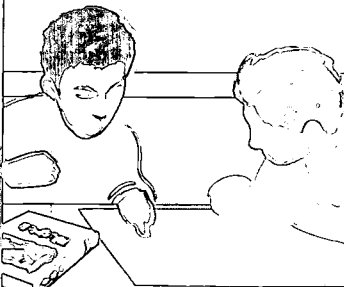   Education; Special Needs Students

ABSTRACT
        Inclusion is an effort to make sure that all students
benefit by becoming important and contributing members of their school
communities. It is the attempt to make sure that students with disabilities
go to school along with their friends and neighbors while also receiving the
"specially designed instruction and support" they need to succeed as learners
and to achieve with high standards. Inclusion is different from past efforts
at mainstreaming and integration. Inclusive schooling practices embrace the
idea that, since everyone is an individual, schools, teaching, and learning
must be organized so that every student gets a learning experience that
"fits." Inclusive schooling is compatible with many general education reform
discussions. Suggestions are made for getting the most out of a visit to see
an inclusive school in action in the "Visit Guide" section of this booklet.
Part 1 of the "Visit Guide" guides the visitor through the visit and provides
a framework for notes about the school. Part 2 helps the visitor take notes
after the visit, think about them, and organize them into a clear picture of
the school. (Contains 16 resources for further reading about inclusive
education.) (SLD)

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UD033599

Improving Education

The Promise of Inclusive Schooling

NATIONAL INSTITUTE FOR
URBAN SCHOOL
IMPROVEMENT

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The mission of the National Institute for Urban School Improvement is to support inclusive urban communities, schools, and families to build their capacity for sustainable, successful urban education. The Institute accomplishes this mission through dialogue, networking, technology, action research, information systems, and alliance and consensus building.
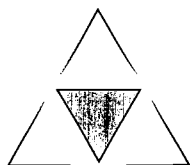
NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

The Office of Special Education Programs (OSEP), U.S. Department of Education, has funded the National Institute for Urban School Improvement to facilitate the unification of current general and special education reform efforts as these are implemented in the nation's urban school districts. The Institute's creation reflects OSEP's long-standing commitment to improving educational outcomes for all children, specifically those with disabilities, in communities challenged and enriched by the urban experience.

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Improving Education

The Promise of Inclusive Schooling

*"The entire context of American education is chang-
ing. We need teachers skilled in using computers as
a powerful teaching tool, and many more teachers
well-versed in teaching English as a second lan-
guage. Our teachers need to teach to a higher level of
achievement, and be prepared to teach all of
America's children—the gifted and talented, our
many new immigrants, the college-bound achiever,
and the disabled child who is learning so much
more because he or she is now included."*

Secretary Richard Riley, United States Department of Education, in a speech
on the State of American Education, February 1997

NATIONAL INSTITUTE FOR
**URBAN SCHOOL
IMPROVEMENT**

The purpose of education is to ensure that every student gains access to knowledge, skills, and information that will prepare them to contribute to America's communities and workplaces. This central purpose is made more challenging as schools must accommodate students with ever more diverse backgrounds, abilities, and interests. For students with disabilities, achieving this common purpose means thinking again about the consequences of special and general education as separate systems, and realizing that no longer can we educate students grouped primarily by their differences if we are to achieve a common educational purpose.

Special education is not a place, although for most students with disabilities it has traditionally been a separate classroom or school where they learn different things in different ways from students without disabilities. In order to change these separate experiences for any student, we must first reexamine the assumption that if you are different you will probably learn less and must be taught differently. Instead, educators need to arrange learning and teaching so that all students benefit.

What Is Inclusion?

Students learn, and use their learning, differently. Being different is both a fact and a goal for most of us. Nevertheless, the goal of education should be that all students benefit by becoming important and contributing members of their communities. Inclusion is an effort to make sure students with disabilities go to school along with their friends and neighbors while also receiving whatever "specially designed instruction and support" they need to succeed as learners and to achieve to high standards.

Inclusion presents this challenge not just on behalf of students with disabilities, but also on behalf of students who are different in other ways. Different languages and cultures, different homes and family lives, and different interests and ways of learning all need accommodation and adjustments from educators.

The recent reauthorization of the Individuals with Disabilities Education Act (IDEA) supports inclusive thinking and practices. The new IDEA calls for involving students with disabilities in general education curricula, assessment practices, and classrooms. It encourages general and special education teachers to work together for the benefit of each and every student. The Committee Report that accompanied the new law to Congress explained the lators' intent: Inclusion is a philosophy of acceptance and flexibility.

Is Inclusion the Same as Mainstreaming?

No. Inclusion is different from past efforts of mainstreaming and integration. Mainstreaming was an effort to return students in special education classrooms to general education classrooms. Most people assumed that formerly mainstreamed students would be able to generally keep up and fit in. Some people also argued for moving, or "mainstreaming," the assistance and support that students had received in separate classrooms to general education classrooms. But for the most part, such specially designed assistance and support stayed in separate classrooms.

Integration first focused on moving students from separate schools to local schools. Usually, they moved to spend most of their time in separate special education classrooms. When this move didn't result in more frequent interactions between students with and without disabilities, or much difference in learning, integration advocates sought to move students with disabilities into general education classrooms. But just getting to be in a general education classroom was not sufficient to ensure and improve students' learning. Teachers needed to arrange their teaching to meet the needs of each student. When they didn't, students often moved to the edges of the classroom to wait for help from a special educator or assistant. Being on the edge of the classroom usually meant that they did not really participate with everyone else or become members of the class.

Place was not enough. Just making sure students with disabilities got to go to school along with everyone else did not result in more and better learning. What was missing was learning the important and useful things that would help them contribute to their communities and workplaces. Once teachers did begin to change their teaching to help each student learn, we realized that *all* students learn better if teaching is tailored to their abilities, interests, and purposes. In fact—tailored to their very own differences.

Inclusive schooling practices embrace the idea that since everyone is an individual, we need to organize schools, teaching, and learning so that each student gets a learning experience that "fits." Our past separate system of special education taught us that we could provide individual attention when it was needed.

Schools of the future need to ensure that each student receives the individual attention, learning accommodations, and supports that will result in meaningful learning to high standards of achievement. In fact, our schools need to be *schools*, using inclusive schooling practices.

The new emphasis on participation in the general education curriculum . . . is intended to produce attention to the accommodations and adjustments necessary for disabled children to access the general education curriculum and the special services that may be necessary for appropriate participation in particular areas of the curriculum.

U.S. Senate, 1997, p. 17.

A Story About Inclusive Supports

At 15, Lisa has been in foster care for 10 years, the last 2 years with her current foster family. Lisa has always struggled to complete classroom and homework tasks because her reading and math skills are weak, yet she loves poetry and enjoys keeping a journal that she shares with special friends. When teachers pressed her to explain why her homework and classwork were late or incomplete, her frustration would increase till she hardly felt like trying anymore. There were times when Lisa lost her temper nearly every week and ended up missing a lot of school. She knew she needed to manage her anger better, but it was hard for her, and missing school seemed like a good way to avoid the frustrations.

Things are changing now for Lisa. Her resource teacher includes her in a small problemsolving group two times a week. The group of students tries to help one another anticipate and plan for their assignments and how long it will take to complete them so they can stay ahead.

The school counselor meets with Lisa regularly just to talk about her accomplishments and frustrations and figure out strategies for trying to stay calm when anger threatens. Lisa has started "checking in" with her English teacher a couple of times a day. She says it helps her stay in school even on the days when her frustrations and anger are pushing her to leave.

Now all her teachers get together often to talk about what lessons are planned and when tests and assignments are scheduled. The meetings don't take long, but it helps the resource teacher plan a study guide for Lisa with key concepts and a schedule for studying. Lisa usually gets extra time for tests, and sometimes another student helps by listening to Lisa explain what she has learned so she doesn't have to struggle too much with reading or numbers.
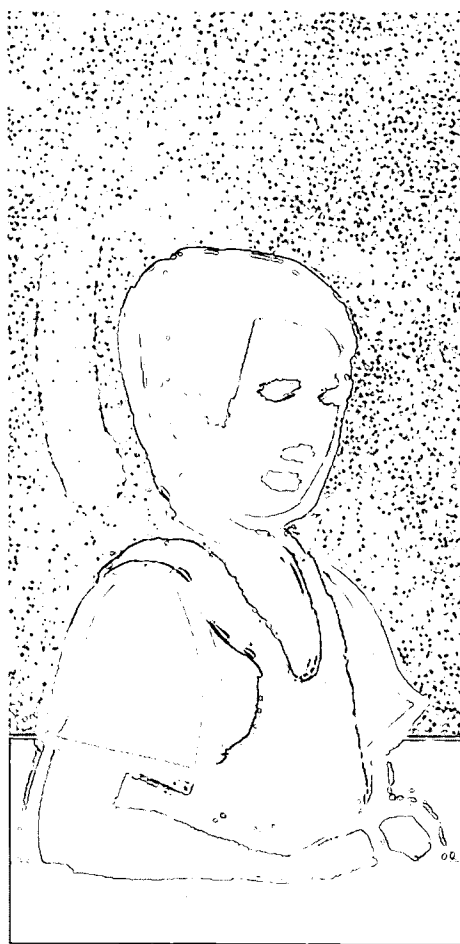
When all these supports still don't quite prevent all Lisa's anger, she tells her teacher that she needs to talk, and leaves to find the counselor or resource teacher. Instead of waiting to lose her temper, talking out her frustrations and writing in her journal about her fears seems to help. Usually she gets back to class before the end of the period and continues with her daily schedule.

School is working better for Lisa, and being in school more has helped her find some new friends and opportunities. This year she joined the yearbook staff and is learning to become a photographer. Next year she is thinking about joining the newspaper staff.

# General Education Support for Inclusive Practices

Inclusive schooling is compatible with many general education reform discussions. Both emphasize personalizing learning in a variety of ways. Some of the specific classroom practices recommended in national reports are:

- LESS whole-class, teacher-directed instruction
- LESS student passivity
- LESS prizing and rewarding of silence in the classroom
- LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
- LESS student time spent reading textbooks and basal readers
- LESS effort by teachers to thinly "cover" large amounts of material in every subject area
- LESS rote memorization of facts and details
- LESS stress on competition and grades
- LESS tracking or leveling of students into "ability groups"
- LESS use of pull-out special programs
- LESS use of and reliance on standardized tests

The power of special education has always been its emphasis on paying attention to the individual and making education "work" for that one student. As general education classrooms include more and more different students, teachers realize the value of treating each student as different and unique. Special educators realize that effective general education practices really are appropriate for students with disabilities, and general educators turn to special education for better ways to teach their increasingly diverse groups of students.
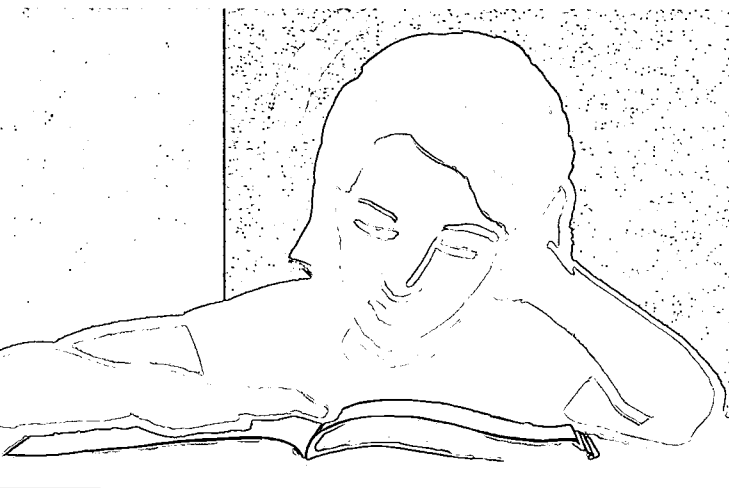
- MORE experimental, inductive, hands-on learning
- MORE active learning in the classroom, with all the attendant noise and movement of students doing, talking, and collaborating
- MORE emphasis on higher order thinking and learning the key concepts and principles of a subject
- MORE deep study of a smaller number of topics so that students internalize the subjects' way of inquiry
- MORE time devoted to reading whole, original, real books and nonfiction materials
- MORE responsibility transferred to students for their work
- MORE choice for students
- MORE enacting and modeling of the principles of democracy in school
- MORE attention to affective needs and the varying cognitive styles of individual students
- MORE cooperative, collaborative activity; development of the classroom as an interdependent community
- MORE heterogeneously grouped classrooms where individual needs are met through inherently individualized activities; no segregation of bodies
- MORE delivery of special help to students in general education classrooms
- MORE varied and cooperative roles for teachers, parents, administrators, and community members
- MORE reliance upon teachers' descriptive evaluation of student growth, including qualitative and anecdotal observation

From Demelman, Daniels, & Hyde (1993)
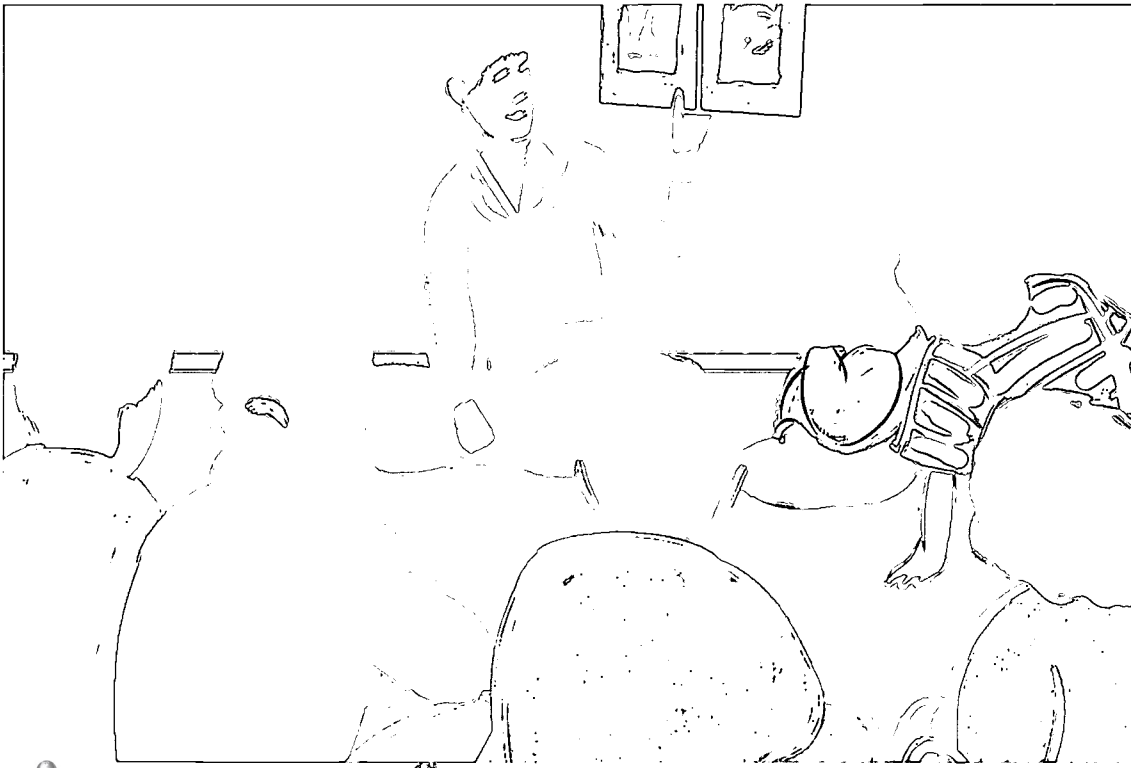
A Story About Learning to Read

Marti Richards announced to the class that it was time to read their journals aloud. The second graders had completed writing a page about something of interest, spelling the best they could, and illustrating their work on the opposite page. As kids raised their hands, Ms. Richards called them up to the front of the room. Most of the day's writing reflected excitement about next week's holiday break. As the children read aloud individually, their reading was sometimes clear, sometimes slow as they tried to decipher their invented spelling. Ms. Richards commented supportively on each reading.

Andy didn't raise his hand to read, after several other classmates had finished, but Ms. Richards asked him if he'd like to read his journal. He immediately stood up, walked to the spot near the blackboard where the others had stood, and began to read, holding his journal up in front of his face. There were no words on his page, only lines of little circles. His picture was of five members of his family. His words were unclear most of the time he read and his voice was very quiet. He paused from time to time, imitating the reading patterns of the other kids as they had stopped to figure out the words they had written. Everyone listened attentively to Andy. When Andy was done reading, he turned his journal around to show the class his picture. He grinned and Ms. Richards said with a laugh, "Wow! Andy had a lot to write today, didn't he?" A couple of the other students said "Yeah!" and "He really did." As Andy walked back to his desk, he went around one group of tables showing his journal to classmates, a big grin on his face. The students craned their necks to see his pictures. He sat down at his desk as the next student began to read her journal.

What Makes a School Inclusive?

Inclusive schools are democratic schools. They try to foster mutual respect among people and their different ways of life. Inclusive schools require everyone to work together creatively so each student learns.

Inclusive Schools:

SEE DIVERSITY AS THE NEW REALITY. Today's schools must accommodate students from different ethnic groups, language groups, cultures, family situations, and social and economic situations, with different interests and purposes for learning, and different abilities and styles of learning. In the face of all this diversity, schools can no longer operate as if one curriculum and way of teaching will fit most of the students. Instead, students can pursue a common set of curricular goals or learning standards, accomplishing them in different ways and sometimes to different degrees of mastery.

MAKE SURE EACH STUDENT GETS ACCESS TO KNOWLEDGE, SKILLS, AND INFORMATION. Such access improves the life chances, available choices, and valued contributions of every person. It is also the central purpose of education, and all the goals and activities of inclusive schools revolve around this idea and its implications for students, families, educators, and communities.

INDIVIDUALLY TAILOR LEARNING. Children learn in lots of different places and in lots of different ways. The "teachers" in these environments help children and youth to understand and make connections among different experiences. They also use different approaches and strategies that personalize learning according to each person's learning abilities, needs, styles, purposes, and preferences. Inclusive schools make sure that each student is challenged to achieve to high standards in ways that fit what they already know, what they can already do, and how they learn best.

USE COLLABORATIVE TEACHING ARRANGEMENTS. No one teacher can be skillful at teaching so many different students. She needs a little help from her colleagues. When teachers with different areas of expertise and skill work together, they can individually tailor learning better for all their students.

COLLABORATE WITH FAMILIES, AGENCIES, AND OTHER COMMUNITY MEMBERS. Schools, like teachers, cannot do everything alone. Collaboration with other agencies to provide needed health and social services is just one way that schools can be more comprehensive and supportive of students' lives. Including community members and organizations in the day-to-day work of the school is another way that school resources can be enriched and extended to achieve more effective learning and life outcomes for each student.

ORGANIZE AND STRUCTURE SCHOOLS FLEXIBLY. Schools need to be organized in ways that are adaptable to the needs of teachers and students. Good schools also need seamless partnerships. Families, community members, practitioners, researchers, and policymakers must work together to address real world problems and create solutions that will improve schools. Innovative schedules, school teams, mixed age teams, and other options all offer opportunities for educators to flexibly respond to student differences.

HOLD HIGH EXPECTATIONS FOR STUDENT SUCCESS. People in schools must believe in, recognize, and value the contributions and talents of every student. All students are entitled to high expectations and challenging curriculum that lead to the same broad educational outcomes regardless of their race, class, culture, ability, gender, language, or family circumstances. Such schools use lots of ways to demonstrate that students learn and use their learning. Performance and alternative assessments, student-led conferences, student goal-setting, exhibitions, and other curriculum-based measurements are all innovative ways to document and share students' learning accomplishments.

KEEP IMPROVING. Schools must collect and use information that will keep improving all parts of the system. Families need information that keeps them meaningfully engaged in their children's education. Teachers need information that helps improve student learning. Policymakers need information that helps improve schools overall.

BUILD INCLUSIVE COMMUNITIES. Inclusive schools are important because they support learning and achievement. They are also important because the philosophy of acceptability and flexibility that guides inclusive schools is one that we also need in our communities. Children and youth spend only a small part of their lives in schools. Yet after the home, the school is an important influence in shaping the lives of children, both while young and for the rest of their lives. The foundation that schooling and parenting lay lasts for life. Inclusive schools help build inclusive communities where people's differences are valued, where each member gets supported to contribute, and where the human values created as a result support our societies to achieve our most important outcomes.
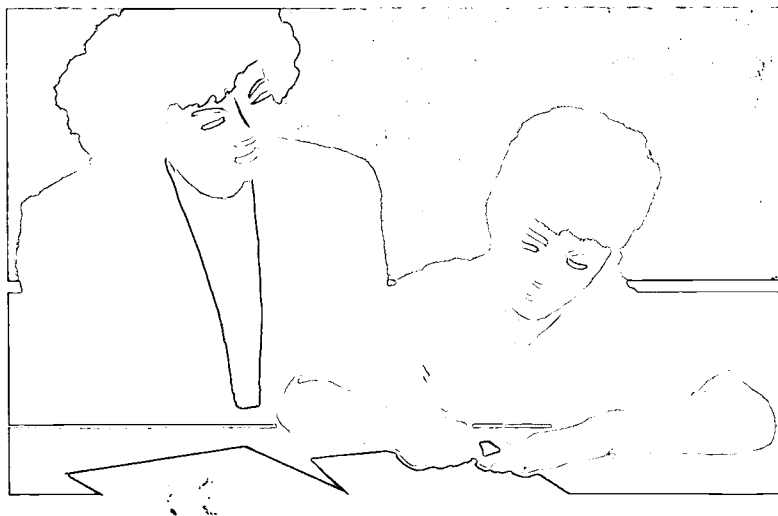
A Story About Being the New Kid at School

Bill lived in a residential institution until he was 14. When his new foster parents brought him home, they enrolled him in the local middle school. Bill's first IEP meeting included his foster parents, teachers, specialists, some schoolmates, and Bill. First they discussed Bill's strengths. Though they had just met, and Bill didn't talk, his classmates thought he was very friendly and nice to be around. "Great smile" went up on his list of strengths. His foster parents added, "Loves music." His teacher, Mr. Lewis, noted that Bill seemed to be enjoying the meeting and added, "Likes to be involved." The listing continued.

Bill's goals were discussed. He needed to work on "tracking"–visually following and focusing on key people and things in his environment. A math teacher, famous for his animated teaching and pacing around the classroom, was assigned to be Bill's algebra teacher. Bill would have lots of opportunity to track this teacher while he also worked on responding vocally and helping to pass out materials to classmates. In PE, classmates decided "being cool" was a goal they thought Bill would want so they cued his foster parents in on clothes and backpack styles that Bill would need. They also arranged to meet Bill at his bus, taking him with them to hang out with friends before school each day. Other goals were discussed. Learning to operate a switch so he might eventually operate an electric wheelchair was one. Another was improving the coordination of his movements and broadening the range of motion of his stiffened joints by helping to reshelve books in the library.

After awhile, his teachers and class worked on their own creative thinking goals by beginning each lesson with a quick brainstorm about how Bill could be included in the lesson. The day frogs were dissected in biology, Bill's group decided to dissect theirs on his wheelchair tray. Bill squealed like everyone else when the frog parts were held up for inspection. His goal of "vocalizing" was easily met that day. Another student had Bill help him color the frog anatomy handout with marker pens: coordinated movement practice.

When Bill's homeroom teacher told the class they could listen to music for 10 minutes each day, it took them exactly two days to teach him to operate the switch that turned on the music for everyone. In Home Skills class, he was the only one allowed to operate the switch on the mixer that made the cookies that the class eventually named "Bill's Cool Cookies" and sold as a fund-raiser for their field trips. In PE, Bill's classmates put the bat in his hands, helped him hit the ball, and raced the wheelchair around the bases with Bill laughing all the way.

The next year Bill died unexpectedly in his sleep. Hundreds of kids from his school went to the funeral.
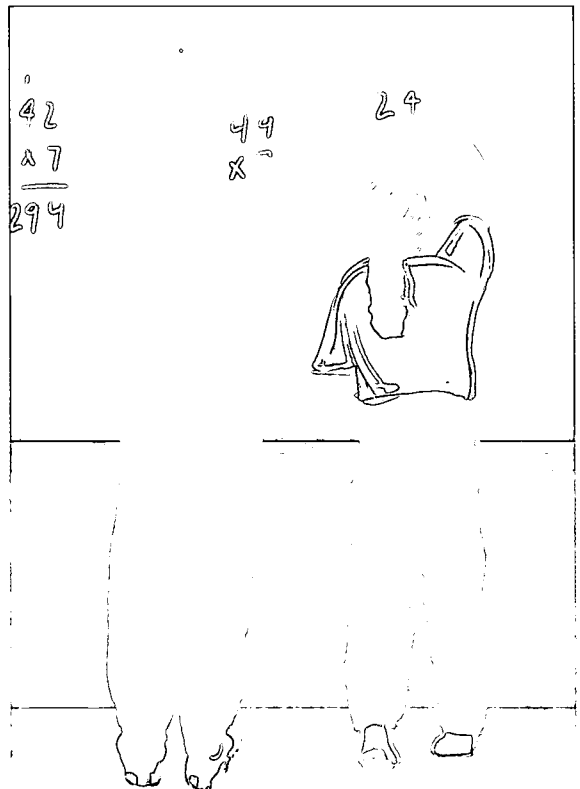
Visiting to Learn About Inclusive Education

Seeing things working will help many of us understand more. If you want to visit inclusive schools, we suggest you make the most of your time by using a guide to help you see as much as you can. Without a guide, it can be hard to see all the aspects of inclusive education during a brief visit to a school. Here we provide an adapted version of one such guide (Moore, 1995). Of course, you can get the complete guide from the source listed on page 24.
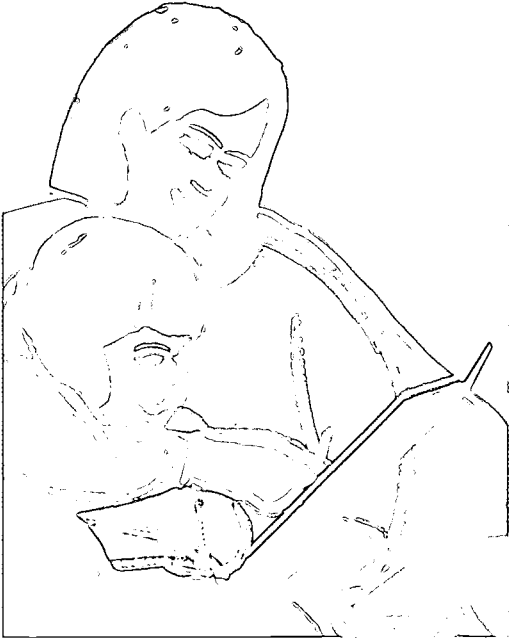
The *Visit Guide* can help you make the most of your visit in two ways. First, it will help you notice things about the school that give lots of information about what has been going on before your visit and what will likely go on after your visit. Displays of student work, for example, tell you about previous learning activities and achievements. Noticing these things from past events, as well as what is on walls and bulletin boards that forecast things to come, allows you to stretch your small amount of time into a larger understanding of the life of the school.

Second, the *Guide* is organized to help you capture a "big picture" of the school, making sure you don't miss critical information that can help you better understand and interpret what it's like to be a student and what it's like to be a teacher in the school you visit. For example, you may be visiting classrooms during the morning, but the *Guide* prompts you to find out about what happens for students before and after the school day. You may watch lessons, but not really see how students interact with one another on the playground or how teachers work together to design those lessons unless you ask.

"VISITING" YOUR OWN SCHOOL

Many teachers, and even some administrators, rarely get a chance to step back and think about their school as a whole. The *Visit Guide* can help you "visit" your own school in order to learn new things about it and to create a new "big picture." While it is always best to *really* visit and observe your school, both teachers and administrators can find it difficult to find the time to leave their daily responsibilities to actually spend time in other parts of the school. While really visiting is best for learning more about your school and its inclusive practices, the *Visit Guide* can also help you take a mental tour of your school. Use the questions and worksheets to think through what you *do* know and, just as important, what you do not know about your school. Even if your resulting profile has some missing parts, it will help you ask good questions in those situations where you might be able to fill in the blanks.

HOW DOES THE *VISIT GUIDE* WORK?

The *Visit Guide* is organized into two parts and provides a framework for getting a good picture of a school in a short time.

Part One guides you through your visit and helps you take notes along the way. It also suggests questions to ask of teachers, students, and administrators in the school that will help you learn about things not immediately obvious. Sometimes you might not be sure what you are really asking, but the questions on the *Guide* provide a way for you to start a conversation with people in the school that should help you learn more about the particular school you are visiting as well as schools in general.

Part Two helps you take the notes from your visit, think about them, and organize them into a summary or portrait of the school.

Both parts use a framework that organizes all the work and activities of schools into five dimensions (Eisner, 1988). These dimensions are described in the *Guide* and will help you think about all the parts of the school and how they reflect the values and philosophy of inclusive education.

GETTING STARTED

Call the school to arrange your visit. Ask the principal to arrange a schedule for you that might include:

o several classrooms
o the lunchroom
o the staff room
o shared areas like the library, computer lab, literacy lab, or others
o getting in on a faculty meeting, team meeting, or some other typical school meeting
o talking to teachers, staff, parents, and students in the school
o some free time to take notes and wander the halls

The following pages will help you on your visit, whether it is to a new school or to your own school, and whether you are making actual observations or simply taking a mental tour. The first set of pages is meant for note taking during your visit. You can use these to make notes even if you are visiting reflectively. The second set of pages is designed to help you think through and summarize your visit later, creating a profile of the school and its inclusive practices. You will also find a page that is geared to guide your visiting and thinking about each classroom in the school. Make as many copies of these pages as you like and as often as you like. Really *seeing* inclusive schools is the best way to learn about their possibilities.

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Part One:
Your Visit

School: _____

Date(s) of Visit: _____ Grades: _____

Total # of Students: _____ Total # of Teachers & Staff: _____

Principal: _____ Observer: _____

Take notes about what you see and hear while you're in the school. You'll be talking to people, asking questions, watching classes and looking around.

If you don't see something the Guide *asks you to notice, try to get more information from a teacher or the principal. For example, you may not go to any meetings, but you can ask about them, and if you don't know what evaluation practices are, find someone who can tell you.*

Draw a rough diagram of the school layout, including playgrounds, parking, offices, and other buildings, *or* ask for a map of the school.
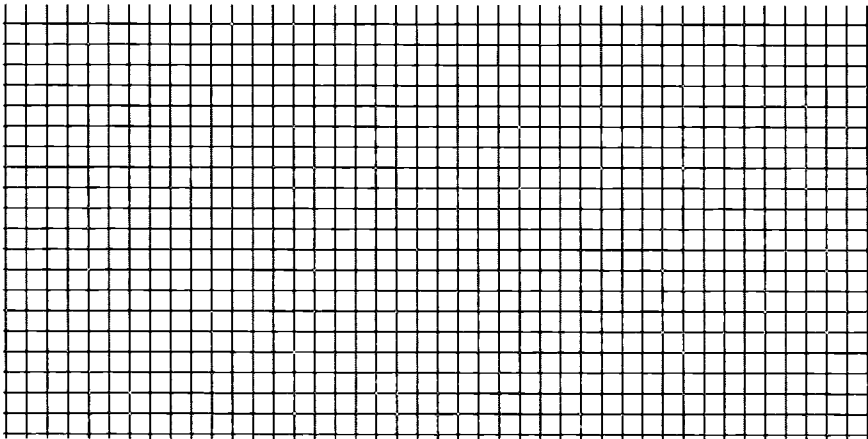
Describe the location of the office in relationship to the rest of the school:

_____

_____

_____

Hours of school operation: _____ Hours school is open for use: _____

Length of teaching periods: _____ Who moves? __Students __Staff or __Both

Note anything different about the school's structure:
(e.g., teams, "family" groups, block schedules)

_____

_____

_____

_____

Does the school have a mission statement? __No or __Yes. If yes, what is it? How did
you find it? Where did you see it?

_____

_____

_____

_____

Are there before or after school activities? for students? for community members?

_____

_____

_____

_____

What other indications are there of the school's mission or goals?
(e.g., staff mention it, people seem to act like the mission describes)

_____

_____

_____

_____

What does the principal say the school is trying to accomplish?

_____

_____

_____

_____

If there is no written mission, what would you say the aim of the school seems to be from what you see happening?

_____

_____

_____

_____

Write down what you see in the hallways:
(e.g., signs, pictures, rules, announcements, student artwork)

_____

_____

_____

_____

Write down what you heard people say about the school:

_____

_____

_____

_____

Write down notes about meetings: What kind of meetings? How do school people say the meetings "work" to help teachers and students do their work?

_____

_____

_____

_____

Additional Notes

_____

_____

_____

_____

_____

EVALUATION PRACTICES: How do students, teachers, and the school as a whole know how they are doing?

WHAT

STUDENTS:

- ☐ student achievement tests
- ☐ curriculum-based tests
- ☐ portfolios
- ☐ standards-based scoring
- ☐ grades, points, descriptive adjectives

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

HOW USED

- ☐ to group and regroup students
- ☐ to track students into programs
- ☐ to help students achieve common learning goals or standards
- ☐ to provide evidence of student learning
- ☐ to create student competition
- ☐ to create student cooperation

_____

_____

_____

_____

_____

_____

_____

TEACHERS:

How are they evaluated by superiors? By peers?

_____

_____

_____

SCHOOL:

How does the school determine if its mission and goals are being met?

_____

_____

_____

How does the school decide on changes/improvements? Who is involved in improvement planning?

_____

_____

_____

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Your Visit:
Classroom Observation Sheet

Teacher: _____ **Grade(s):** _____ **# Students:** _____

Draw the room arrangement: **Write down what's on the walls:**

Teaching: *(lecture? small-group projects? hands-on materials?)*

_____

_____

Learning: *(Is it active and fair? Does it accommodate student differences? Are students responding to what teachers want them to learn, or creating and exploring their own ideas about what to learn?)*

_____

_____

Interactions: *(How are students interacting with one another? How do teachers and other adults interact with students?)*

_____

_____

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Your Visit:
Classroom Observation Sheet

Teacher: _____ **Grade(s):** _____ **# Students:** _____

Draw the room arrangement: **Write down what's on the walls:**

Teaching: *(lecture? small-group projects? hands-on materials?)*

_____

_____

Learning: *(Is it active and fair? Does it accommodate student differences? Are students responding to what teachers want them to learn, or creating and exploring their own ideas about what to learn?)*

_____

_____

Interactions: *(How are students interacting with one another? How do teachers and other adults interact with students?)*

_____

_____

_____

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Part Two:
School Portrait

*Now review your notes, thinking
about the following questions.
Use these Five Dimensions of Schooling*.*

1. Intentional

The goals and aims of a school. The mission is the "official" purpose and goal, but sometimes there are other unstated goals or intentions.

- Does the school mission reflect an acceptance and nurture the learning of all children? Did you see it reflected in the behavior of people in the school?
- How did your sense of the school match with what you saw and read?
- What evidence did you see that this is a "student-centered" school?
- Does the school seem to accept and accommodate student differences? (e.g., culture, race, class, ability, family structure)
- Questions remaining?

2. Structural

How the school building and the days are divided and organized, from where classrooms are located to how they are arranged, and how students and teachers use their time. It's helpful to think about how these structures serve the aims and needs of teachers and students.

- Do classroom arrangements facilitate learning?
- Did you get a sense of flexibility (teachers, students, principal)?
- Does the structure of the day encourage/discourage teacher collaboration?
- How are developmental differences accommodated?
- How are other differences (cultural, ability, physical, language, etc.) accommodated?

*Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of education practice.* New York: Macmillan.

3. Curricular

What is taught, what is learned, how teaching and learning interact, whether what is taught is relevant, how differences in students are responded to and accommodated.

- Is curriculum content based on current research? theory? innovation?
- Does it relate to and support the school mission? How or how not?
- Are subjects connected or learned separately?
- Is it fun, exciting, challenging for the students? (All of them?)
- Do students have any say or role in what they learn?
- Do students get to learn in groups? Does it seem to work?
- Are students encouraged to take responsibility for their work and learning?
- Do students and teachers seem to feel respected? (Always? Never?)
- What is not being taught? What seems to be the "message" about this school's purpose and mission when you think about what is or is not taught?

4. Pedagogical

How teachers teach—their styles, materials, outcomes, and structures.
Are these teaching practices well-matched to students?

- Do teachers' teaching styles suit the subject, the size of the group, and students' understanding?
- How do teachers help students with examples from their own lives? Or do they?
- How are students helped to learn problem solving?
- Do students seem to be learning to love learning?
- Do rooms lend themselves to a variety of learning activities? How?
- Are all students engaged and supported?
- What do students say about their school?
- How are teachers supported to keep learning how to be better teachers?

5. Evaluative

How judgements are made about performance and progress of both students and teachers. Do evaluation practices support or hinder the values and practices of inclusive schooling?

- How is student success determined?
- How is failure determined?
- What messages are either obvious or hidden, conveyed by the evaluative information collected?
  - …messages of support?
  - …messages of enthusiasm?
  - …messages of cooperation or competition?
- Does testing open new possibilities or close doors?

What I learned was . . .

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How I felt was . . .

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I want to explore, work more with . . .

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Summary

My overall impression of this school was . . .

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The newest and most exciting practice I saw was . . .

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If I could go back, I would look for/ask more about . . .

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Other comments/observations:

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Reading to Learn About Inclusive Education

There are many resources available on inclusive education. Here are a few to help you explore more.

PUBLICATIONS:

Creating an inclusive school (1995). Contact: Association for Supervision and Curriculum Development, 1250 Pitt Street, Alexandria, VA 22314; ASCD Stock #195210; cost $15.95.

Creating tomorrow's schools today: Stories of inclusion, change and renewal (1996). Berres, M., D. L. Ferguson, D. Knoblock, and C. Woods. New York, Teachers College Press. Contact: Teachers College Press, P.O. Box 20, Williston, VT 05495-002; (800)575-6566; cost $21.95.

Designing classroom curriculum for personalized learning (1998). Contact: Schools Projects/Specialized Training Program, 1235 University of Oregon, Eugene, OR 97403-1235; phone: (541) 346-5313; fax: (541) 346-5517; cost $10.00.

Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools (1992). Contact: Paul H. Brookes Publishing Co., Box 10624, Baltimore, MD 21285-0624; phone: (410) 337-9580; fax: (410) 337-8539.

Taking a good look at schools: A visit guide (1996). Contact: Schools Projects/Specialized Training Program, 1235 University of Oregon, Eugene, OR 97403-1235; phone: (541) 346-5313; fax: (541) 346-2471; cost $2.00.

Winners all: A call for inclusive schools (1992). Contact: National Association of State Boards of Education, 1012 Cameron St., Alexandria, VA 22314; phone: (703) 684-4000; cost $10.00.

Inclusive Schooling Practices: Pedagogical and Research Foundation. A synthesis of the literature that informs best practices about inclusive schooling. Contact: The U.S. Department of Education, Office of Special Education Programs (OSEP), 330 C Street SW, M.W. Switzer Building, Research to Practice, Washington, DC 20202.

NEWSLETTERS:

Inclusive Education Programs: Advice on Educating Students with Disabilities in Regular Settings (LRP Publications: 800-341-7874, ext. 275)

Inclusion Times for Children and Youth with Disabilities (National Professional Resources: 800-453-7461)

National Institute for Urban School Improvement (Education Development Center, Inc.: 617-969-7100, ext. 2105)

WEB SITES:

Inclusion Press International Home Page:
http://www.inclusion.com

Renaissance Group Home Page:
http://www.uni.edu/coe/inclusion

University of Alberta Home Page:
http://www.quasar.ualberta.ca/ddc/incl/inclusion.html

Western Regional Resource Center:
http//interact.uoregon.edu/wrrc/wrrc.html

WRRC's online searchable database on inclusion:
http//interact.uoregon.edu/filemaker/ inclusion.qry?function+form

National Institute for Urban School Improvement:
http://www.edc.org/urban/

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Moore, C. J. (1995). *Taking a good look at schools: A visit guide.* Eugene, OR: University of Oregon.

Zemelman, E., Danielson, H., and Hyde, A. (1993). *Best practice: New standards for teaching and learning in America's schools.* Portsmouth, NH: Heinemann.

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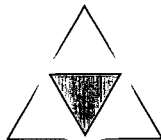
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